

# Guiding Strategies



keep on  
going

K.MP.1 Make sense of problems and persevere in solving them.

Students need to know that they should not give up just because they encounter difficulty, a wrong solution or feel “stuck.” A good prompt often used with this strategy is, “What else could you try?”



think what  
makes sense

K.MP.2 Reason abstractly and quantitatively.

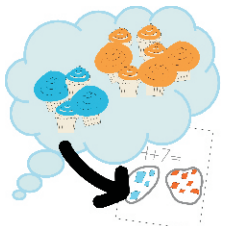
Paying attention to key details about problems and the task at hand helps kinders think about and categorize if things make sense. Asking questions



tell and explain

K.MP.3 Construct viable arguments and critique the reasoning of others.

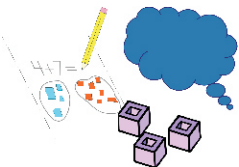
Sharing as well as using math talk prompts help kinders discuss and share their thinking as well as share their thinking in response to someone else’s work or strategies used.



show my thinking

K.MP.4 Model with mathematics.

Kinders need to begin the process of documenting what they are thinking and learning by using a variety of methods: drawing, writing, photographs, etc.



use the  
right tools

K.MP.5 Use appropriate tools strategically.

Choosing the right tools is part of learning to use them strategically. For kindergarten, this most often means using the materials in a way that is learning focused (not building a zombie spaceship tower when supposed to be using the pieces as counters) and helps achieve their set goals and outcomes of problem solving.

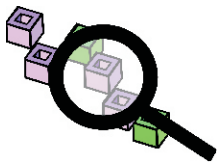
# Guiding Strategies



check  
my work

K.MP.6 Attend to precision.

This strategy often works hand in hand with “think what makes sense.” Students practice reviewing what they’ve done to see if it shows what they indeed want it to, and that it shows correct thinking.



see the pattern  
or connection

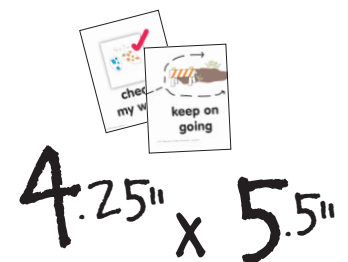
K.MP.7 Look for and make use of structure.

K.MP.8 Look for and express regularity in repeated reasoning.

This encompassing strategy is all about seeing the connections between math and the world; and other math relationships. Here is where you can insert pattern discussions, “seeing” numbers in groups of fives and tens using ten frames, talk about comparison and contrast as well as connecting from a previously learned skill to the newest one.

These visual icons reinforce the strategies you're teaching! These posters (in three sizes) are a perfect fit when working with beginning and non-readers.

Seven posters feature simple icons that are meaningful to students and effective when used as prompts and during guided math and small group instruction and modeled during shared math experiences. The





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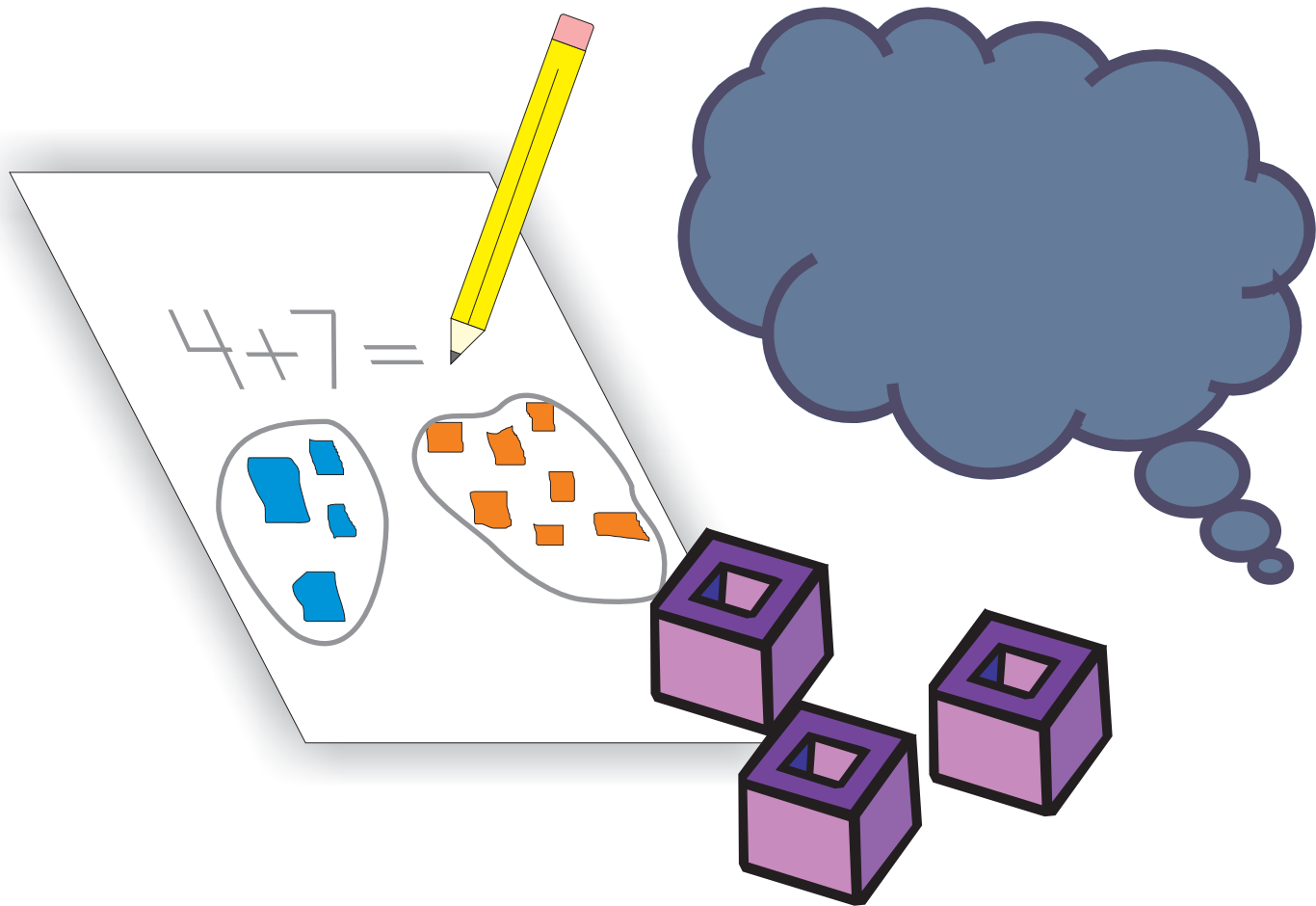
**think what  
makes sense**



**tell and  
explain**



show my  
thinking

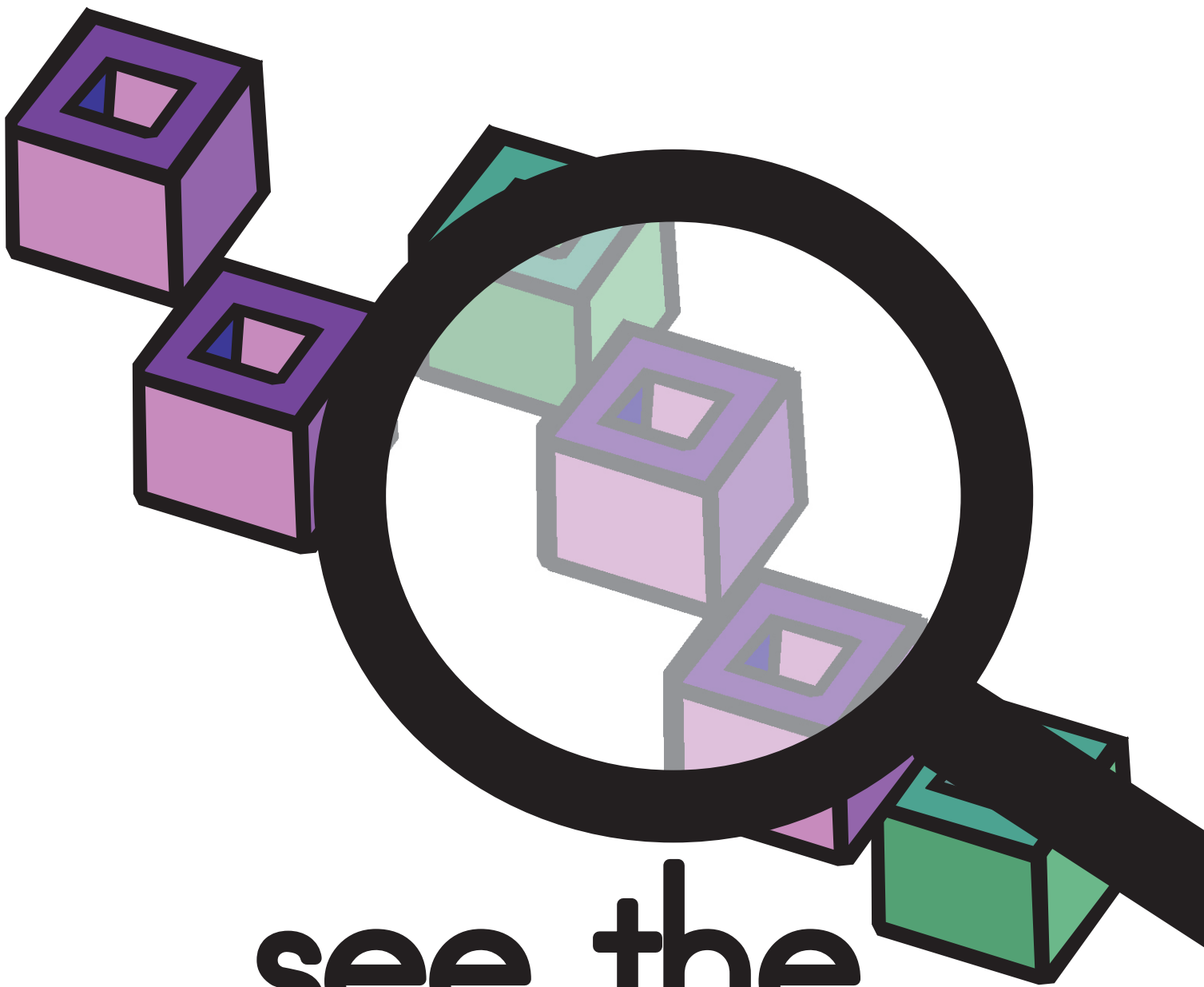


use the  
right tools



check  
my work

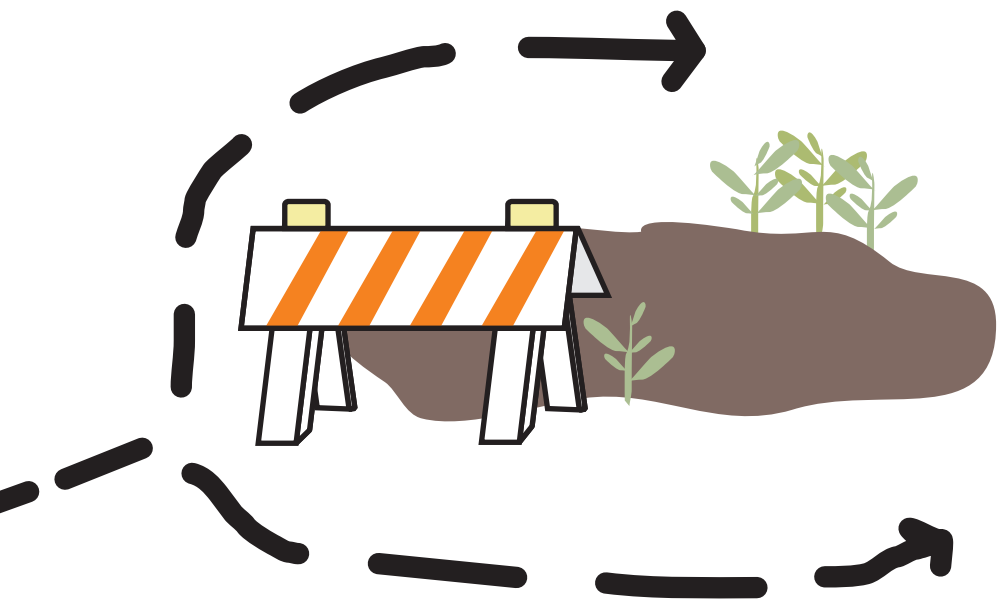




see the  
pattern or  
connection

K.MP.7 Look for and make use of structure.

K.MP.8 Look for and express regularity in repeated reasoning.



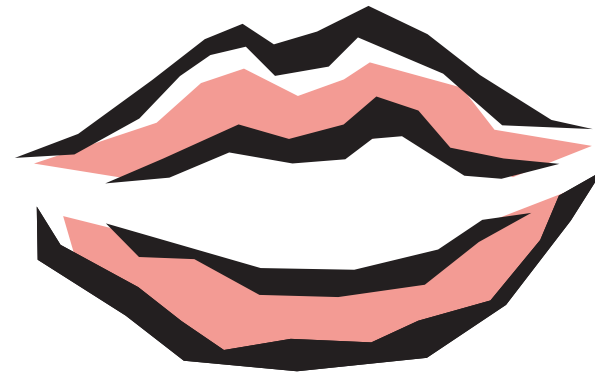
keep on  
going



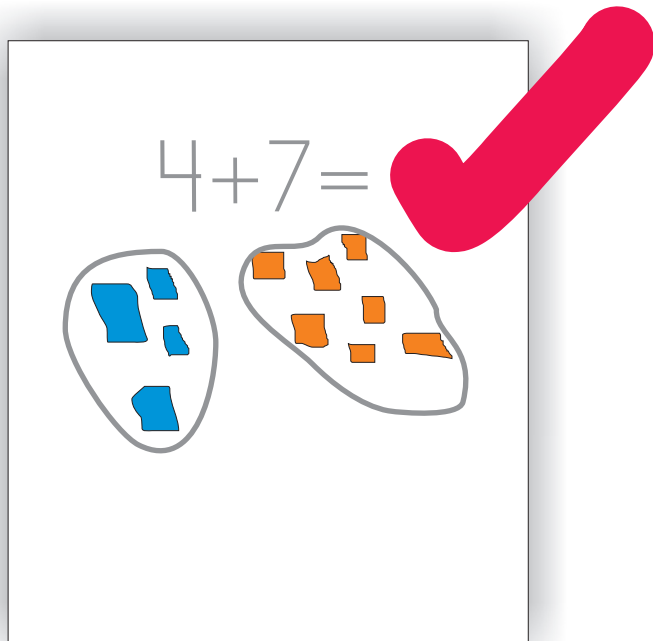
think what  
makes sense



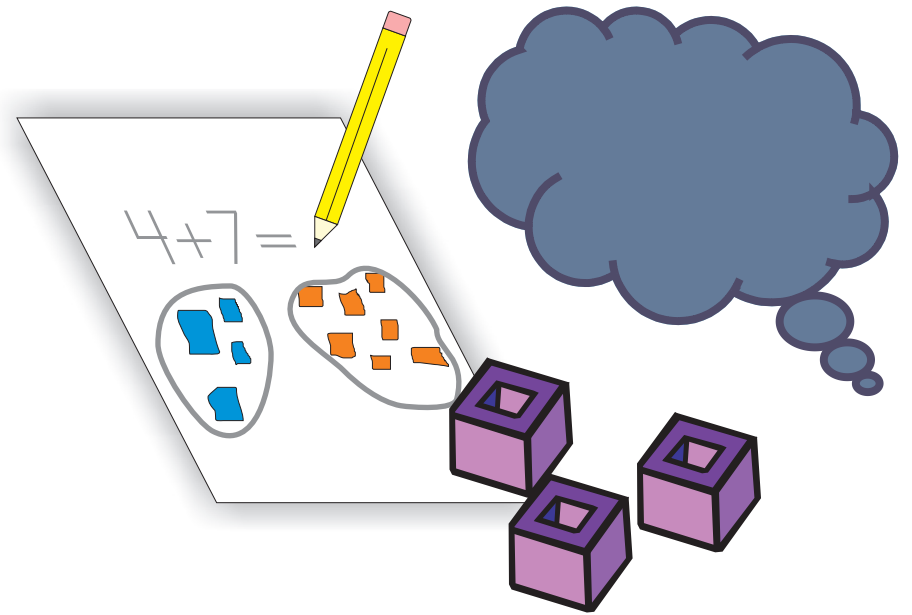
show my  
thinking



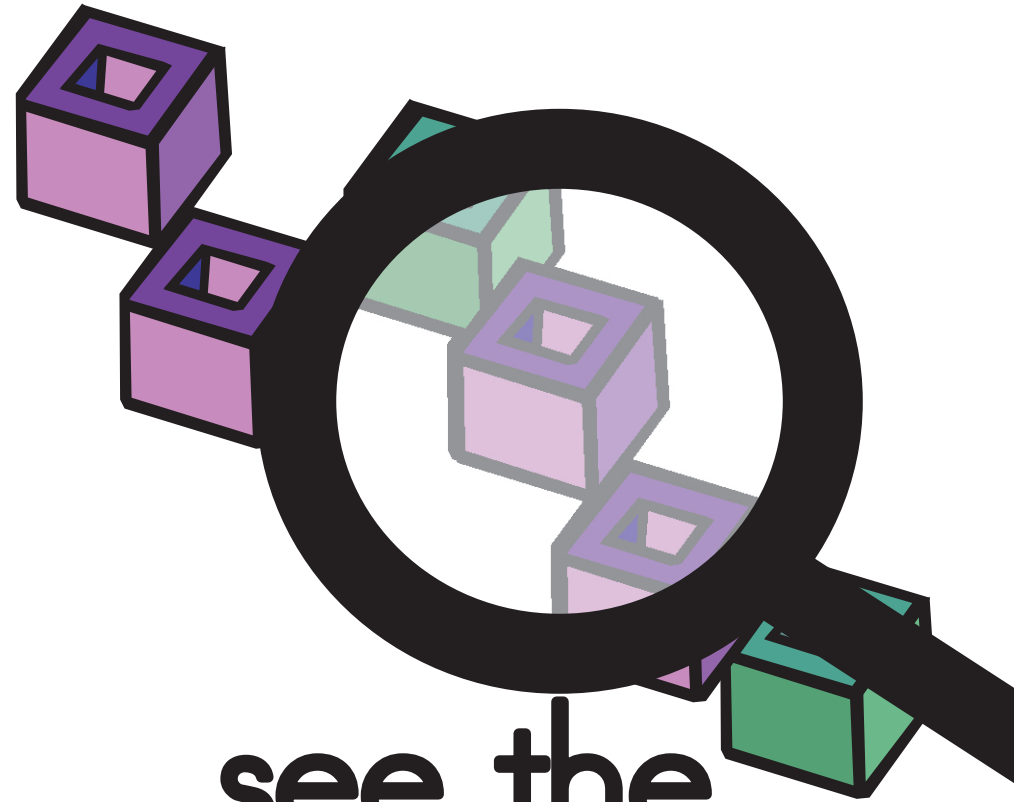
tell and  
explain



check  
my work



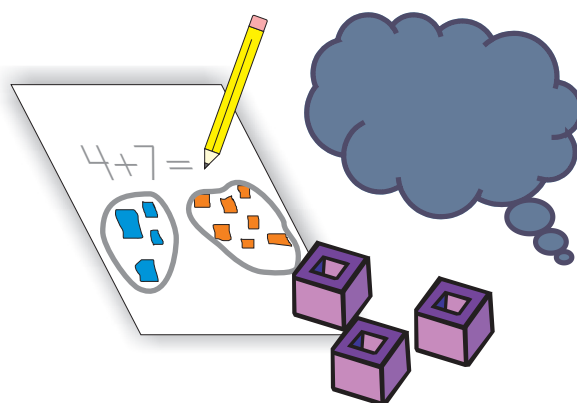
use the  
right tools



see the  
pattern or  
connection



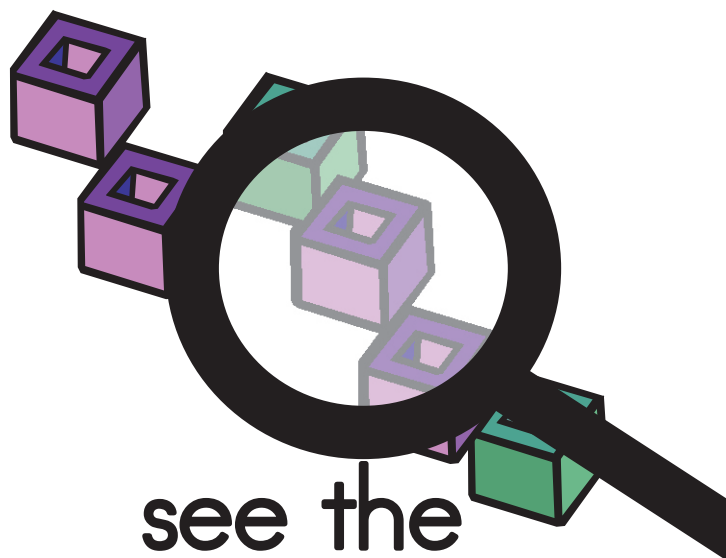
check  
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tell and  
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think what  
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# Tips & Questions

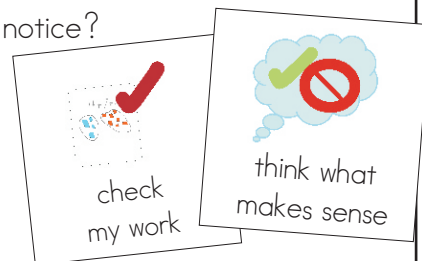
- What you say to a young mathematician helps him to learn and build strategies and become an independent problem solver! What is important to YOU will become important to a young mathematical thinker.
- Use statements that get a child focusing on thinking first! Help a young mathematician learn that math thinking must first and foremost make sense.

## When it doesn't make sense:

- Does that make sense?
- You said \_\_\_\_\_. Does that make sense?
- Look at this part. You said \_\_\_\_\_. Does that make sense?
- Think about what you are trying to make. You said \_\_\_\_\_. Does that make sense?

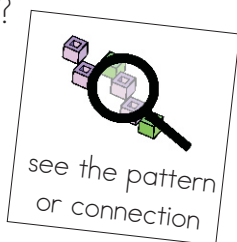
## When they don't say anything:

- What would make good sense?
- What do you think it could be?
- What do you notice?



## When it doesn't match up:

- Does that sound like they go together?
- Do these things match up? Can \_\_\_\_\_ and \_\_\_\_\_ go together?
- You said \_\_\_\_\_. Does that sound right?
- Try that again.
- Try \_\_\_\_\_ and see if that helps.



## When they don't say anything:

- What could you try?
- Do you notice something here that can get you started?
- What do you notice?



## When it doesn't show thinking:

- How did you use these tools?
- Can you show us with words/pictures so we can see what you were thinking?
- Can \_\_\_\_\_ and \_\_\_\_\_ go together? How can you show that?
- You said \_\_\_\_\_. Did you show your thinking about that?
- How could you show that thinking?
- Tell us about your thinking. What did you notice?
- How did you figure that out?



## When they don't say anything:

- How can you show what you are thinking?
- What tools did you use to figure this out?
- What did you notice about \_\_\_\_\_'s thinking?

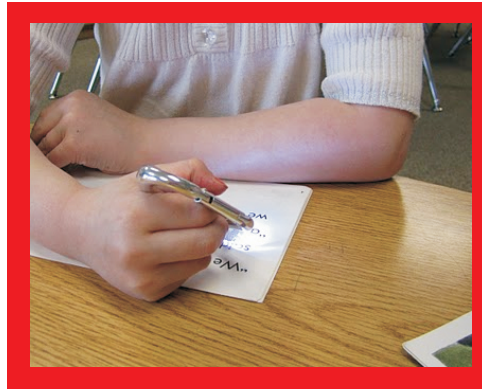




# Fun Tools

To keep my math instruction fun and engaging, I allow students to use magnifying glasses to highlight the parts of their work that show their thinking or to show a connection.

I have recently added carabiner clip flashlights (I've also used pen lights before) for students to shine on work when we are reviewing our strategies used. They are very effective for students who need extra focusing support. I also use them for guided reading (as seen in the picture).



For example: When wrapping up a lesson on sorting geometric shapes; counting the shapes in the categories made and then reviewing drawing a shape; I will have students use their magnifying glass to pinpoint where we used each strategy. Every student participates on their own workmat or work space, reviewing their own thinking.

